

# Hannah Ball School

## Relationship and Sex Education (RSH) Policy



**Approved by:** Full Governing Body

**Date:** September 2021

**Next review due by:** July 2022

At Hannah Ball School, we ensure everyone has the confidence, skills and ambition to face the next step in their learning and to become good global citizens. At the heart of this is our school values; honesty, kindness, respect, responsibility and resilience – which reflects the ethos of our school.

### **The importance of RSE:**

Children are growing up in an increasingly complex world, living their lives effortlessly on and offline. Although this presents many positive and exciting opportunities, there are also risks and challenges involved. Through the teaching of RSE children will learn how to form healthy, respectful relationships, focusing on family and friendship, in all contexts, including online. RSE is about learning about ourselves; our emotions, self-esteem, rights and responsibilities, sexual behaviour, sexuality and sexual health.

### **The aim of this policy is to**

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching Relationships Education
- Help parents and carers to understand Relationships Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Relationships Education.

## **Statutory Requirements**

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society prepares pupils at the school for the opportunities, responsibilities and experiences of later life' The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSE contributes to this duty. Further, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. RSE will become statutory in all schools from September 2019. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty. At Hannah Ball Primary School, we teach RSE as set out in this policy.

## **Development of this policy**

This policy was developed by the PSHE lead in consultation with school governors, parents and pupils. This policy links to the PSHE policy, Sex Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy, the School Behaviour policy and the School Safeguarding Policy.

At Hannah Ball School, we teach RSE as part of the PSHE curriculum.

The personal, social, health and economic development of our pupils is a vital element of education and we aim to work collaboratively with parents/ carers to ensure our children are well informed and supported to make healthy, safe and positive choices in all aspects of their daily lives. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. (Set out later in this document) although, as stated earlier, we do need to teach the elements of sex education in the science curriculum.

## **Definition of Relationships Education**

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationship sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

As part of this curriculum we will teach sex education. This will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 2.

## **Intent**

Why teach Relationships Education?

Relationships Education will become statutory from September 2020. High quality Relationships Education will support pupils to:

- Form and maintain positive relationships with other children and adults
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise what makes a good friendship and how to be a good friend in return
- Strategies to manage the ups and downs of friendships and relationships with others
- Show respect for others and recognise diversity within relationships, treating each other with kindness , consideration and understanding
- Develop positive character traits and personal attributes such as self- respect, kindness, honesty , integrity and resilience
- Positively engage in social action and contribute to the wellbeing of others
- Understand the principles of positive relationships also apply on line, how to keep safe and how to report concerns
- Understand the importance of recognising and establishing their own personal boundaries and privacy
- Understand and respect differences and combat all forms of bullying and discrimination
- Recognise unhealthy relationships, inappropriate behaviour and bullying and to report concerns or abuse and are taught the appropriate vocabulary to do so ( including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go on line with regards to any concerns about relationship issues and avoid viewing any inappropriate material or entering into social media conversations that could cause them harm
- Recognise intimate physical relationships are for adults

## **Implementation**

Relationships Education is delivered through the PSHE curriculum. These aspects of the Relationships Education as defined by the DfE will be taught at an age appropriate level.

To ensure the content and delivery of relationships education is appropriate and relevant to our pupils. We use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used to teach relationships education, which provides depersonalised examples which support children to explore what, is being taught without sharing their own personal experiences in the lesson.

We provide an inclusive curriculum that promotes understanding and mutual respect for all. We reflect diversity within our curriculum to ensure that no pupil feels excluded and teach pupils to respect difference, promote equality and challenge stigma.

Relationships Education focusses on teaching fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- On line relationships
- Being safe

NB As part of this curriculum we will teach sex education. This will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our RSE curriculum, see our curriculum map in Appendix 2. Please also see the Sex Education Policy for further details.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

### **Resources:**

We use Jigsaw, The mindful approach to PSHE and RSE, providing detailed and comprehensive programme of learning.

The lessons will be taught by the class teacher, supported by the subject leader as well as a member of the SLT.

The lessons will be thought as part of the PSHE curriculum and details by year group, approximately 60 mins per week across all year groups.

### **Teaching and learning styles**

RSE is taught within PSHE framework, supported by the Jigsaw resources and planning:

- Teaching methods take into account the developmental differences of children
- There is opportunity for discussion in whole class or small groups.
- Teaching will focus on both boys and girls. Sessions will be taught in single sex groups
- Each class will establish a set of ground rules that create a safe environment in which no-one feels anxious or embarrassed
- Teachers can protect pupils' privacy by using distancing techniques i.e. depersonalising discussions
- Ground rules should reduce the chances of unexpected questions but in the event of inappropriate questions the teacher should return to it later

### **Special Needs**

- Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils gain a full understanding.

### **Equal Opportunities**

- RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

### **Managing Difficult Questions**

All aspects of our RSE curriculum are underpinned by shared and understood ground rules with lessons

being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

### **Confidentiality and safeguarding**

Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures. We also respect that some questions are better addressed at home with parents/carers and the school will share information with parents/carers on an individual basis should the need arise.

### **High quality Relationships Education will enable our pupils to:**

- Enjoy healthy and positive relationships with others
- Understand how their behaviour affects others and vice versa
- Value and understand the importance of maintaining good relationships
- Make positive choices about how they cultivate and nurture friendships and relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Become actively engaged young citizens who make positive contributions to their families, the school and the communities to which they belong
- Recognise unhealthy relationships and have strategies to challenge negative behaviours
- Know what to do if there are problems within relationships both on and off line, how to keep safe and where to go to seek help.

### **Roles and Responsibilities**

It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date RSE policy. The **Governing Body** are required to approve the policy and hold the Head teacher to account for its implementation.

The **Head teacher** is responsible for ensuring RSE is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The **PSHE lead** (Alida Barker) is responsible for leading and managing RSE

**Staff** are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to withdraw from the non-statutory/ non-science components of RSE

## **The Role of Parents**

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice (See appendix 1 and 2 for the curriculum maps)
- Answer any questions that parents may have about the RSE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved

**Pupils** are expected to fully engage with RSE provision and treat others with respect and sensitivity.

### **Working with outside agencies and visiting speakers**

As with any visitor, the visitor's and or agencies' credentials will be thoroughly checked following the established procedures. Intended lesson content and materials will be viewed in advance to ensure that it is suitable for our children and fulfil their needs and interest.

### **Monitoring, evaluation and training**

RSE provision will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The RSE policy will be reviewed annually.

To ensure staff are confident to deliver all aspects of the RSE curriculum access to online, in school, local and national training will be made available and in accordance with the school's CPD programme for staff development

### **Working with parents and carers (consulting, informing and supporting)**

Consulting and working with parents to support pupils (including parent information evenings) and web page resources and information leaflets. The planned lessons and resource will be made available for the parents to view before lessons are delivered. Communications with the parents will be sought to ensure that the parents understand the purpose and content.

### **Parents' right to withdraw**

Parents and carers are only entitled to withdraw their child from designated sex education lessons. Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

Any parent, who wishes to exert their right to withdraw their child from Sex Education, should discuss this with the head teacher before any such request will be granted. The child might, if appropriate, be present in the meeting to ensure that their wishes are understood. Records, detailing the reason/reasons for withdrawal, will be kept as established. (See Appendix 2)

## Appendix 1

### RSE required curriculum (Statutory)

#### By the end of primary school:

Families and people who care about me	<p>Pupils should know</p> <ul style="list-style-type: none"><li>● That families are important for children growing up because they can give love, security and stability</li><li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li><li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li><li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"><li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li><li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li></ul>
Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"><li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li><li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>● The conventions of courtesy and manners</li><li>● The importance of self-respect and how this links to their own happiness</li></ul>

	<ul style="list-style-type: none"> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>

### Related Science Curriculum (statutory)

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and

emotional development they develop the skills to form relationships and think about relationships with others.

**In Key Stage 1 children learn:**

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

**In Key Stage 2 children learn:**

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

In Year 5 we place a particular emphasis on RSE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy).

**Appendix 2: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	

Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
<b>TO BE COMPLETED BY THE SCHOOL</b>			
Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken.</i>		